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ABSTRACT

The purpose of this assessment instrument is to provide a functional tool that allows for: (1) self-study and self-evaluation of the total secondary school physical education program; (2) identification of problem areas; and (3) eventual improvement of the secondary school physical education program. Criteria items are organized under four program areas--administration, instructional program, intramural program, and athletic program. All items are based upon professional association recommendations that presume that physical education departments with different philosophies will interpret and design programs according to different rationales. Since all answers or responses to criteria statements utilized in this instrument reflect the particular philosophy of the program being studied, a written statement of the department's philosophical orientation should be available. The required response to all criteria statements is "yes" or "no." A negative response indicates that additional self-study is needed in the specific area or may be justified with an acceptable rationale based on the philosophical orientation of the department. The instrument may be used to develop a written self-study, to demonstrate program quality to superiors, or to assess progress in program development. (MM)

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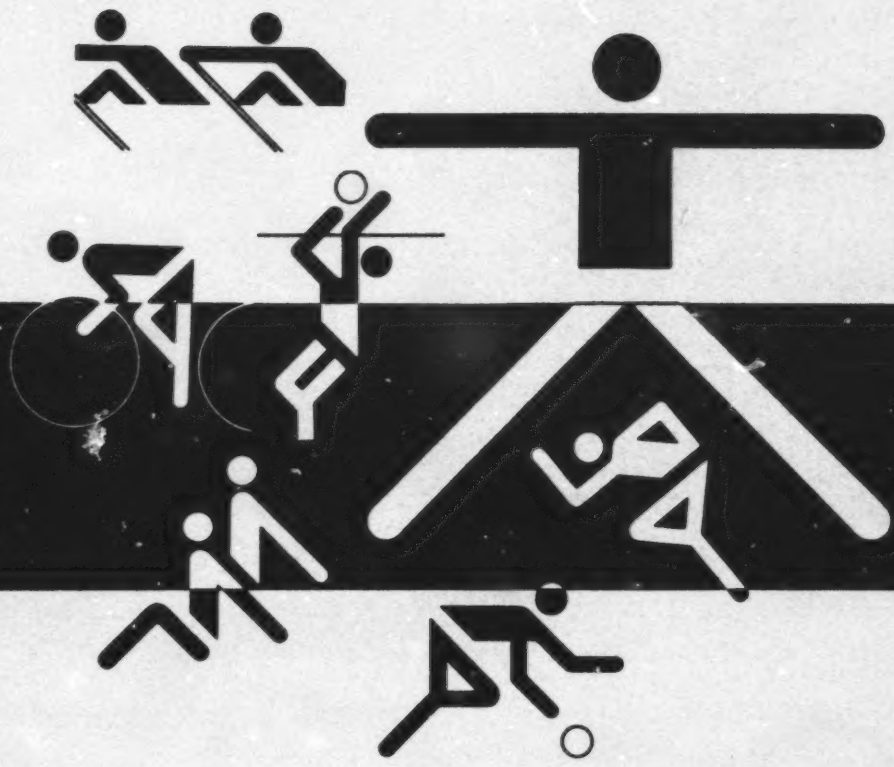

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INTRODUCTION

The purpose of this assessment instrument is to provide a functional, easily administered but comprehensive tool which would allow for: (1) self-study and self-evaluation of the total secondary school physical education program, (2) identification of program problem areas, and (3) eventual improvement of the secondary school physical education program.

The instrument may be utilized to develop a written self-study report prior to an oncampus visitation by an accreditation team. Such a report would include a detailed analysis of the total physical education program (instruction, intramural, and athletic)—including strengths, weaknesses, and a future directions statement for improving the physical education experiences for students within the school or district. The assessment instrument may be utilized to demonstrate program quality to superiors and the community, or it may be used on an annual basis fo assess progress in program development.

The evaluative criteria utilized identify physical education as an area *encompassing instructional, intramural, and athletic programs.* This *total* physical education program is organized and administered by applying the knowledge of human movement as a discipline toward achieving psychomotor, affective and cognitive objectives. The major aim of the discipline is to meet diversified student neuromuscular needs and activity interests in the educational setting.

The assessment instrument does not take any one philosophical direction. All items are based upon professional association recommendations which presume that departments with different philosophies will interpret and design programs according to different rationales. Since all answers or responses to criteria statements utilized in this instrument reflect the particular philosophy of the program being studied, a written statement of the department's philosophical orientation should be available.

The required response to all program or practice criteria statements is a *Yes* or *No* answer. A negative response for an item would indicate that additional self-study is needed in the specific area covered in the item. A negative response or position may be justified with an acceptable rationale based upon the philosophical orientation of the department. Unless otherwise indicated, respond in the affirmative only when *all* aspects of the criteria statement are met.

Note that the instrument is composed of four parts:

I. ADMINISTRATION*
II. INSTRUCTIONAL PROGRAM
III. INTRAMURAL PROGRAM
IV. ATHLETIC PROGRAM

Please read each criteria statement carefully.

*Items in this part have reciprocal relationships to each of the instructional, intramural and interscholastic athletic programs. The items (including administrative concerns) in Parts II, III, and IV are specific to the program being evaluated.

EVALUATIVE CRITERIA
Secondary Physical Education Program Assessment

CRITERIA	RESPONSE (circle) Instructional Program	Intramural Program	Athletic Program	NOTES
I. ADMINISTRATION				
1. Instructional, intramural and athletic programs for boys and girls are governed under a single physical education department structure.	Yes No	Yes No	Yes No	
2. Students and faculty are involved in regularly scheduled evaluation and updating of the instructional, intramural and athletic program curricula, policies and practices.	Yes No	Yes No	Yes No	
3. Annual written faculty evaluations are required and show each physical educator active in at least *4* or more of the following professional or continuing education activities: • professional association membership • professional committee membership • attendance at professional meetings, clinics, workshops and conferences • conducting clinics and workshops • attending graduate classes • subscription to professional journals and/or purchase of latest literature in field • research/publishing	Yes No	Yes No	Yes No	
4. Faculty and administrators on the physical education staff are qualified through training and professional preparation in a physical				

CRITERIA	RESPONSE (circle) Instructional Program	Intramural Program	Athletic Program	NOTES
education major or minor degree program and meet all state certification requirements.	Yes No	Yes No	Yes No	
5. Selection and retention of physical education instructors, coaches and administrators are consistent with procedures governing all faculty.	Yes No	Yes No	Yes No	
6. A written policy for inservice education exists. An inservice program is implemented for improving the quality of physical education instruction, administration and supervision.	Yes No	Yes No	Yes No	
7. There is a written, implemented plan to acquaint the student body, faculty and community with physical education instructional, intramural and athletic program goals, objectives and opportunities.	Yes No	Yes No	Yes No	
A. Physical education orientation course, unit, or written materials.	Yes No			
B. Explanation of program values and outcomes to public.	Yes No	Yes No	Yes No	
C. A system to interpret physical education grades, fitness test results, or other evaluative tests to parents, students and school administrators.	Yes No			

CRITERIA	RESPONSE (circle) Instructional Program	Intramural Program	Athletic Program	NOTES
8. The full-time teacher who also coaches receives compensation commensurate with the duties. A compensation plan is commensurate with the coaching responsibilities, i.e., length of season and number of contests.	Yes No	Yes No	Yes No	
9. A comprehensive medical examination is required of entering junior high and senior high students participating in all physical education programs. Medical examinations are required on an annual basis for all athletic program participants.	Yes No	Yes No	Yes No Yes No	
10. The total physical education program is financed through the regular school budget.	Yes No	Yes No	Yes No	
11. Program quality is maintained through adequate financial support of all physical education programs.	Yes No	Yes No	Yes No	
12. An examination of total program budget policies and records shows:				
A. Complete line item reports of expenditures and incomes.	Yes No	Yes No	Yes No	
B. Up-to-date inventory of equipment and supplies.	Yes No	Yes No	Yes No	
C. A requirement for coach/faculty participation in all aspects of budget preparation.	Yes No	Yes No	Yes No	

CRITERIA	RESPONSE (circle) Instructional Program	Intramural Program	Athletic Program	NOTES
13. All program revenues (including booster/support group income) are deposited into a general fund and audited annually.	Yes No	Yes No	Yes No	
14. Written policies are available concerning program related income. These policies include:	Yes No	Yes No	Yes No	
A. Required annual audit.	Yes No	Yes No	Yes No	
B. Interscholastic athletic support through regular school budget (unless prohibited by law).			Yes No	
C. Approval required for revenue producing projects.	Yes No	Yes No	Yes No	
15. Written duties of all program coordinators are available.	Yes No	Yes No	Yes No	
16. Written department policies are available concerning standard operating procedures involving:				
A. Uniforms, lockers, towels, locks, lost and found.	Yes No	Yes No	Yes No	
B. Emergencies and location of first aid supplies.	Yes No	Yes No	Yes No	
C. Facility problems or hazardous conditions.	Yes No	Yes No	Yes No	
D. Teacher evaluation.	Yes No	Yes No	Yes No	
E. Absences, excuses and attendance.	Yes No	Yes No	Yes No	
F. Legal responsibilities of personnel.	Yes No	Yes No	Yes No	
G. Scheduling.	Yes No	Yes No	Yes No	
H. Facility supervision.	Yes No	Yes No	Yes No	
I. Purchase of equipment and supplies.	Yes No	Yes No	Yes No	
J. Maintenance and management of facilities, equipment, and supplies.	Yes No	Yes No	Yes No	

CRITERIA	RESPONSE (circle) Instructional Program	Intramural Program	Athletic Program	NOTES
17. Secretarial and support personnel are available to meet program needs.	Yes No	Yes No	Yes No	
18. Allotment of time and facilities for all programs are equitable and meet program needs.	Yes	Yes No	Yes No	
19. Number of available indoor and outdoor teaching stations meet all programs needs. They				
A. Are conducive to quality instruction.	Yes No	Yes No	Yes No	
B. Are adequate to handle peak hour loads.	Yes No	Yes No	Yes No	
C. Contain adequate office space.	Yes No	Yes No	Yes No	
20. Community facilities are utilized to avoid costly duplication, to expand program offerings and to make use of superior facilities.	Yes No	Yes No	Yes No	
21. A written code of ethics is available for both faculty and students participating in instructional, intramural and athletic programs.	Yes No	Yes No	Yes No	

SUMMARY: Administration

Strengths:

Weaknesses:

Future Direction:

CRITERIA	RESPONSE (circle)	NOTES
II. INSTRUCTIONAL PROGRAM		
1. Cooperation and communication with pre-secondary physical education units in curriculum development is evidenced by a sequential school district physical education curriculum which avoids unnecessary repetition of subject matter.	Yes No	
2. A written statement of program goals and objectives for the instructional physical education program is available.	Yes No	
The following areas are included in the statement:		
A. Evaluation and remedial development of fundamental motor capabilities.	Yes No	
B. Organization, development, and refinement of skillful movement in sport, dance, and exercise.	Yes No	
C. Organization and performance of creative and inventive movement patterns designed to serve the individual purposes of the learner.	Yes No	
D. Knowledge of the basic theoretical concepts of gross motor behavior as it relates to sport, dance, and physical fitness.	Yes No	
E. Development of social, intellectual, and emotional objectives congruent with general educational goals through physical education experiences.	Yes No	
3. Instructional program areas which are designed to meet objectives focusing on the evaluation and remedial development of effective movement fundamentals include the following units as *required* courses or unit objectives:		
A. Evaluation of motor ability of incoming students.	Yes No	

CRITERIA	RESPONSE (circle)	NOTES
B. Basic conceptual knowledge of motor efficiency.	Yes No	
C. Remedial fundamental movement instruction.	Yes No	
4. Instructional program areas which are designed to meet objectives focusing on the organization, development, and refinement of skillful movement include the following units in *prescribed elective* courses:		
A. Sport, dance, and exercise activities offered at progressive skill levels.	Yes No	
B. Students grouped for instruction according to grade level or ability.	Yes No	
C. Formal instruction (co-educational whenever possible) provided in team sports, individual and [illegible] sports, aquatics, dance, and lifetime/leisure time activities.	Yes No	
D. Adapted program that is an integral part of the regular program that provides instruction compatible with physical disabilities (goal to successfully integrate students into regular classes).	Yes No	
5. Instructional program areas which are designed to meet objectives focusing on the development of creative and inventive movements serving individual purposes of the learner are covered in *proscribed elective* courses or unit objectives which include the following:		
A. Modern dance or creative movement.	Yes No	
B. Individual need oriented fitness/conditioning.	Yes No	
C. Independent study program.	Yes No	
D. Knowledge of interrelationships between movement, psychological makeup, and creative expression.	Yes No	

CRITERIA	RESPONSE (circle)	NOTES
6. Instructional program areas which are designed to meet objectives focusing on knowledge of the basic theoretical concepts of human movement behavior as they relate to sport, dance, and exercise include the following areas in *required* theoretical coursework and/or cognitive unit objectives within activity coursework:		
A. Biomechanical and kinesiological concepts.	Yes No	
B. Psychological concepts related to motor performance.	Yes No	
C. Exercise physiology.	Yes No	
D. Philosophy of human movement.	Yes No	
E. Sports, medicine/athletic injury.	Yes No	
F. Historical development of sport, dance, and exercise forms.	Yes No	
G. Rules and strategies of sport forms.	Yes No	
H. Motor learning principles.	Yes No	
I. Motor development.	Yes No	
J. Sport sociology.	Yes No	
K. Humanities and sciences subject matter relationships to movement forms.	Yes No	
7. Written course outlines are followed by instructors and available to students. These outlines include:	Yes No	
A. Rationale for inclusion in instructional program.	Yes No	
B. Behavioral objectives.	Yes No	
C. Prescribed evaluation procedures based upon stated behavioral objectives.	Yes No	
D. Sequential skill progressions.	Yes No	
8. Student evaluation and grading are required and directly related to the degree of achievement of written course and individual student objectives (criterion referenced).	Yes No	

CRITERIA	RESPONSE (circle)	NOTES
9. Grades earned in physical education are included as part of the student's overall grade average.	Yes No	
10. Student evaluative data including student feedback and student performance data are utilized by physical educators for the improvement of instruction.	Yes No	
11. There is an established system of keeping accurate, complete, and up-to-date records or charts on each student's progress in each instructional area.	Yes No	
12. Students do not receive credit in physical education by substituting other curricular or extracurricular phases of the school program (i.e., band, intramurals, athletics, etc.) for participation in the instructional physical education program.	Yes No	
13. Pupil-teacher ratios in physical education classes, in addition to meeting general school requirements, should be appropriate to the activities being taught. In the absence of state requirements, pupil-teacher ratios in adapted physical education classes do not exceed 16/1.	Yes No	

CRITERIA	RESPONSE (circle)	NOTES
14. In the absence of specific state requirements, a student is required to take physical instruction each year 3-5 days per week for a minimum of 250 minutes per week.	Yes No	
15. Written screening procedures determine admittance and participation in the adapted program. They include:		
A. Valid and reliable tests with norms.	Yes No	
B. Admissions and dismissal committee.	Yes No	
C. Written required policies and standards.	Yes No	
D. Required evaluation reports.	Yes No	
E. Referral mechanism which include input from school nurse, counselors, physicians, and physical education staff.	Yes No	

SUMMARY: Instructional Program

Strengths:

Weaknesses:

Future Direction:

CRITERIA	RESPONSE (circle)	NOTES
III. INTRAMURAL PROGRAM		
1. There is a broad intramural program available to all students and faculty including:		
A. Individual, dual, and team sports as well as co-recreational and club activities.	Yes No	
B. A reciprocal relationship between scheduled intramural program activities and units of instruction in the instructional program.	Yes No	
2. The intramural program is conducted at times when students and faculty can participate with a minimum amount of conflict with other school activities.	Yes No	
3. There is a written statement (constitution policies) available to students and faculty covering the policies and procedures of the intramural program.	Yes No	
This document includes provision for:		
A. A faculty member designated as director of intramurals.	Yes No	
B. An elected or appointed student advisory board and a separate student judicial board.	Yes No	
C. Organization and structural procedures established to provide maximum motivation for student involvement.	Yes No	
D. Recognition procedures established which are compatible with the written objectives of the program.	Yes No	
E. Provision for training and utilization of student supervisors and officials.	Yes No	
F. Establishment of a communication/ information system to promote events, and publish results.	Yes No	
G. Established system for recording student involvement.	Yes No	

SUMMARY: Intramural Program

Strengths:

Weaknesses:

Future Direction:

CRITERIA	RESPONSE (circle)	NOTES
IV. ATHLETIC PROGRAM		
1. The interscholastic athletic program provides opportunities for high level skill development and is justified primarily on the basis of its educational contribution to the student participant. A philosophy and goals statement to this effect is available.	Yes No	
2. Equal opportunities for athletic involvement during each semester are available for all students in a variety of individual, dual, and team sports.	Yes No	
3. A certified physical educator is responsible for directing the interscholastic athletic program.	Yes No	
4. A comprehensive policies and procedures manual is available with guidelines covering:		
A. Length of sport season.	Yes No	
B. Number and length of practices scheduled per week.	Yes No	
C. Number of scheduled contests.	Yes No	
D. Medical exams.	Yes No	
E. Eligibility.	Yes No	
F. Mandatory insurance.	Yes No	
G. Transportation.	Yes Nc	
H. Use of training facilities.	Yes No	
I. Provision of qualified officials.	Yes No	
J. Cut/no-cut policy.	Yes No	
K. Awards.	Yes No	
L. Crowd control.	Yes No	
M. Ticket allocation and sales.	Yes No	

CRITERIA	RESPONSE (circle)	NOTES
5. Coaches who have not majored or minored in physical education are certified by the state to coach each sport to which assignment is made.	Yes No	
6. Individual coaching assignments are at a maximum of two sports per school year.	Yes No	
7. A full-time athletic trainer or teacher/trainer is provided for all injury care and prevention on all interscholastic sports.	Yes No	

Strengths:

Weaknesses:

Future Direction:

ALSO AVAILABLE FROM AAHPER:

IDEAS FOR SECONDARY SCHOOL PHYSICAL EDUCATION
Articles on 32 programs in schools across the nation utilizing innovative approaches to instruction in physical education. Emphasizes curricular areas of current interest, such as coeducational programs, contracts, individualized instructions, performance objectives, motivation through special events, and selective physical education. Designed to call attention to current programs and encourage development of new ones.

CURRICULUM IMPROVEMENT IN SECONDARY SCHOOL PHYSICAL EDUCATION
Designed to provide the physical educator and curriculum planner with an understanding of the philosophical and practical considerations necessary for curriculum improvement at the secondary school level. Covers the objectives, rationale and purposes for physical education, as well as curriculum design and evaluation. 1973.

SECONDARY SCHOOL ATHLETIC ADMINISTRATION: A NEW LOOK
Deals with selected responsibilities and administrative concerns of athletic directors, including budget, school athletic insurance, recent court decisions, extra pay, facilities and professional preparation.

EVALUATING THE HIGH SCHOOL ATHLETIC PROGRAM
A manual for use as an evaluative instrument for secondary school programs. Recommends standards developed after consultation with knowledgeable administrators and an extensive review of the literature.

PERSONALIZED LEARNING IN PHYSICAL EDUCATION
A new book for teachers and administrators at all levels who are interested in the why and how of individualized instruction and personalized learning in physical education. The emphasis of Part One is on clarifying the concepts of personalized learning, while Part Two offers practical applications of the teacher-student level, both in the form of specific delivery systems and general suggestions and recommendations. Diverse points of view are presented and readers are encouraged to contrast, compare and select from the teacher-learner options presented.

KNOWLEDGE AND UNDERSTANDING IN PHYSICAL EDUCATION
AAHPER's award-winning compilation of the body of knowledge in physical education with an added chapter on teacher-made tests. Each statement of teaching materials is accompanied by elementary, intermediate and senior designations, providing the instructor with a definitive presentation of what the student should know, what he should be learning now, and what he will be learning at the next levels. Four major topics are covered: activity, effects of activity, factors modifying participation in activities, and the nature and use of standardized tests.

COMPLYING WITH TITLE IX IN PHYSICAL EDUCATION AND SPORTS
Designed to assist schools and colleges in complying with Title IX regulations. Provides information on what must be done to be in compliance and includes self-evaluation checklists. Deals with physical education, grades K-16; interscholastic and intramural sports, grades 5-12; college intramurals; and some of the problem areas general to all levels of education -- including facilities use and management, teacher behavior, employment, community relations, and student attitudes.

GUIDELINES FOR SECONDARY SCHOOL PHYSICAL EDUCATION
A position statement setting forth the rationale for the development of a sound and comprehensive program of secondary school physical education. Includes statements of standards for instruction; intramural and interscholastic programs; teachers; health protection and insurance; scheduling, time allotment and class size; facilities, equipment and supplies; and evaluation.

PROFICIENCY TESTING IN PHYSICAL EDUCATION
Presents supporting concepts and developmental procedures for implementing valid, reliable and objective proficiency testing programs in college and secondary school physical education. Covers such topics as organization, administration, record keeping and evaluation. Includes, bibliographic information as well as sample forms, notices, test packages and knowledge tests.

PHYSICAL EDUCATION FOR HIGH SCHOOL STUDENTS
A complete revision of AAHPER's popular secondary school physical education textbook, carefully edited to be read and enjoyed by both boys and girls in grades 7-12. It presents a well-rounded program with emphasis on the values of physical activity. Through its use, students are encouraged to learn and enjoy a variety of activities -- from the popular team sports such as basketball, softball and volleyball, to individual and group activities such as tennis, archery, gymnastics and dance. Each chapter is profusely illustrated and includes an overview of the rules and skills of an activity, as well as the cultural background, sportsmanship, health and safety requirements. Produced through the cooperative efforts of more than 100 leaders in education to make it the most comprehensive, up-to-date and authoritative textbook available for this subject.

ATHLETICS IN EDUCATION
Platform statement spelling out values and role of athletics in the total education program.

CERTIFICATION OF HIGH SCHOOL COACHES
A series of articles presenting professional viewpoints and recommendations, with suggestions for state implementation.

COACHES' MANUAL
A comprehensive and up-to-date guide for high school coaches of all sports, with practical information on planning and conducting top quality interscholastic programs. Covers such topics as ethics, leadership, professional preparation, budget, equipment and facilities, legal liability, and relationships with school personnel, the student body, and the community. It is ideal for use in professional preparation courses and as a reference for athletic directors and school administrators as they clarify roles and identify responsibilities of personnel involved in school and district athletic programs.

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